AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

CHALLENGES FACING HEADTEACHERS INSTRUCTIONAL SUPERVISION

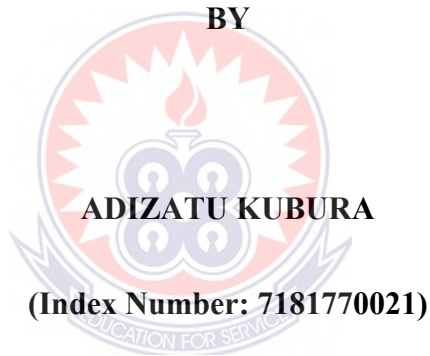**IN PUBLIC BASIC SCHOOLS IN THE KWADASO MUNICIPALITY**

ADIZATU KUBURA

AUGUST, 2022

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT

CHALLENGES FACING HEADTEACHERS INSTRUCTIONAL SUPERVISION IN PUBLIC BASIC SCHOOLS IN THE KWADASO MUNICIPALITY

BY

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(Index Number: 7181770021)

A project work in the Department of Educational Leadership, Faculty of Education and Communication Science, submitted to the School of Graduate Studies, Akenten Appiah-Minka University of Skills Training and Entrepreneurial Development in partial fulfilment of the requirements for the award of the Master of Arts (Educational Leadership) Degree

AUGUST, 2022

DECLARATION

STUDENT'S DECLARATION

I, **ADIZATU KUBURA** declare that this Project, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for any other degree elsewhere.

SIGNATURE: ....

DATE: ....

SUPERVISOR'S DECARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development,

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

SIGNATURE: ....

DATE: ....

ACKNOWLEDGEMENTS

The completion of this work will not have been possible without the support and encouragement of various individuals who in diverse ways supported me. First and foremost, I would like to extend my sincere appreciation and gratitude to my supervisor, Rev. Fr. Dr. Francis K. Sam whose expertise, attention to details and direction were immeasurable in the completion of this work. Particularly, his patience, encouragement, and professional assistance are greatly appreciated. I would like to also sincerely express my gratitude to the Director of Education for the Kwadaso Municipality, Mrs. Grace Ofosu-Boateng whose guidance and encouragement were invaluable in the course of this work. Finally, I would like to express my deepest sense of appreciation to my family, particularly my husband, Rashid Mohammed for his constant prayer, patience, encouragement and financial support. To all, who supported me in various ways to get this project completed, I am highly indebted.
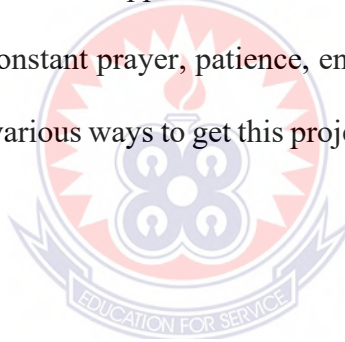
DEDICATION

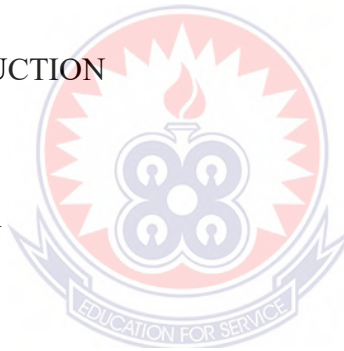Dedicated to my children, Hakeem Mohameed and Adiza Alhassan

ABSTRACT

The purpose of this study was to investigate the challenges confronting headteachers' instructional supervision in public basic schools in the Kwadaso Municipality of Ashanti Region. In all, 35 out of 49headteachers were selected through the simple random sampling technique. The quantitative research approach was adopted with descriptive research design. Structured and close-ended questionnaire was used as the main instrument for data collection. The reliability coefficient of the questionnaire was Cronbach's 'Alpha' of 0.76 after a pilot study. The results of the study showed that headteachers used varied instructional supervision practices including frequent checking of lesson notes, scheme of work, and teacher's punctuality and regularity. In addition, the study found that instructional supervision promotes effective classroom instruction, improves learning outcomes among pupils/students and helped teachers to cover scheme of work. Finally, headteachers were faced with challenges such as heavy work overload, lack of funding/resources and negative attitude of teachers. It is therefore recommended that the Kwadaso Municipal Education Directorate should organize in-service training programmes for the headteachers to equip them with the appropriate knowledge and skills to effectively balance and practice their supervisory tasks. Furthermore, the Ghana Education Service should also design a policy that will help reduce the workload of headteachers. This can be done by formally appointing Assistant head teachers to help them. Finally, besides increasing the Capitation Grant, the Ministry of Education should pay it promptly to help headteachers provide the much needed resources for effective instructional supervision.

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ABSTRACT

The purpose of this study was to investigate the challenges confronting headteachers' instructional supervision in public basic schools in the Kwadaso Municipality of Ashanti Region. In all, 35 out of 40 headteachers were selected through the simple random sampling technique. The quantitative research approach was adopted with descriptive research design. Structured and close-ended questionnaire was used as the main instrument for data collection. The reliability coefficient of the questionnaire was Cronbach's 'Alpha' of 0.76 after a pilot study. The results of the study showed that headteachers used varied instructional supervision practices including frequent checking of lesson notes, scheme of work, and teacher's punctuality and regularity. In addition, the study found that instructional supervision promotes effective classroom instruction, improves learning outcomes among pupils/students and helped teachers to cover scheme of work. Finally, headteachers were faced with challenges such as heavy work overload, lack of funding/resources and negative attitude of teachers. It is therefore recommended that the Kwadaso Municipal Education Directorate should organize in-service training programmes for the headteachers to equip them with the appropriate knowledge and skills to effectively balance and practice their supervisory tasks. Furthermore, the Ghana Education Service should also design a policy that will help reduce the workload of headteachers. This can be done by formally appointing Assistant head teachers to help them. Finally, besides increasing the Capitation Grant, the Ministry of Education should pay it promptly to help headteachers provide the much needed resources for effective instructional supervision.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Instructional supervision is one of the functions of supervisors that offers opportunities for schools to be effective and for improving the skills of teachers as a means of effectively managing the teaching-learning process (Ari & Sipal, 2009). Instructional supervision has been highlighted in Sub-Saharan Africa by various governments with the aim of improving the quality of education. Through instructional supervision, countries have sought to ensure that teaching policy is fully implemented; teachers work is appraised within the broader educational improvement agenda and realistic quality assurance frameworks (UNESCO – IICBA, 2016). National authorities continue to rely greatly on instructional supervision to monitor both the quality of schools and key measures of its success such as students' achievements. Ohiwerei and Okoli (2010) point out that instructional supervision is one of the process by which school administrators attempt to achieve acceptable standards of performance and results. Ultimately, instructional supervision is geared towards the improvement of the teaching/learning situation for the benefit of both the teachers and learners. Sergiovanni and Starratt (2002) observe that instructional supervision has become an integral component and process in the operation of the school. Zepeda (2007) believes that the aim of instructional supervision is to "promote growth, development, fault free problem solving, and a commitment to building capacity in teachers" (p. 29). According to Opoku-Asare (2006), active supervision of quality teaching and learning in basic schools in particular, is essential for sustaining teacher effectiveness and maintaining standards in Ghanaian schools. Segun (2004) suggests that the importance attached to school supervision

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in education requires a lot of attention, because many people are currently more conscious than in the past about the essence of education. According to Kwapong and Mensah (2018), the school head needs to provide effective instructional supervision so that teachers can improve on their instructional capabilities.

Instructional supervision therefore strives more on a face-to-face environment which requires the instructional leader to oversee, assess, evaluate, and direct teachers to ensure the school is meeting its goals (Glickman, Gordon & Ross-Gordon, 2010). School supervisors in the performance of their functions observe and evaluate lessons in the classroom, take record of the teacher's performance based on a set of criteria and share suggestions for improvement.

Lack of coherency between teaching policy and the broader components of education systems such as instructional supervision continues to be one of the greatest weaknesses affecting African education systems (UNESCO – IICBA, 2016). Instructional supervision at the basic school level in Ghana appears to be in a poor state as evidenced by teacher ineffectiveness and poor educational achievements of students. Clearly, while a number of policy reforms and interventions have succeeded in increasing access at the basic education level, improving the quality of instruction and students' performance remain a critical challenge. UNESCO (2007) is of the opinion that in most countries there is a feeling that rapid expansion, if not mass production of education has led to the deterioration of quality, consequently, quality improvement has become a top priority of policy makers which in turn reinforced their preoccupation with quality instructional supervision.

Opoku-Asare (2006) in a study of policy and practice of school inspection in Ghanaian school system found that some school supervisors were more concerned with

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teacher attendance, preparation of lesson notes, and punctuality to school than with standard in teaching and learning (Community School Alliances, 2009), and observing and providing feedback on teacher's lessons or providing support for teachers is less emphasized (The Mitchell Group, 2009). World Bank (2010) report on Ghana's Education, revealed 27% absenteeism among teachers and that only 76 days out of 197 days officially allocated for classroom work was devoted to tasks compared to 148.1 days out of the 190 available days in Tunisia. These findings and anecdotal reports bring in to sharp focus the challenge of instructional supervision in schools especially, at the basic level. It is against background that this study is being undertaken to investigate the factors affecting instructional supervision in public basic schools in the Kwadaso Municipality.

1.2 Statement of the Problem

Instructional supervision is one of the key processes employed by educational leaders to promote teacher effectiveness and students' academic achievement. In view of the crucial role of supervision in the school system, the Ghana Education Service has made several interventions including capacity building for headteachers to help equip them with the requisite knowledge and skills to improve on supervision of instruction. However, the quality of instructional supervision in public basic schools remains poor amidst public concerns regarding poor performance of students in schools. Informal discussion among people in the community and related research findings (Ankoma-Sey & Maina, 2016; Mensah, Esia-Donkoh & Quansah, 2019) claim that poor academic performance of students in public basic schools, in part, is the result of ineffective instructional supervision of teachers. The above findings and report seem to suggest a gap between what instructional supervisors are required to do and the actual practice on the ground. Without an appropriate study, the challenges

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confronting Headteacher's instructional supervision will not be understood in a manner the will help deal with it. This study therefore seeks to investigate in to the challenges affecting Headteachers' instructional supervision in public basic schools in the Kwadaso Municipality.

1.3 The Purpose of the Study

The purpose of this study was to investigate the challenges confronting headteachers' instructional supervision in public basic schools in the Kwadaso Municipality.

1.3.1 Objectives of the Study

The study sought to achieve the following objectives:

1. To ascertain the nature of headteachers' instructional supervisory practices in public basic schools in the Kwadaso Municipality.
2. To assess the impact of instructional supervision on teaching and learning in public basic schools in the Kwadaso Municipality.
3. To examine the challenges of instructional supervision in public basic schools in the Kwadaso Municipality.

1.4 Research Questions

The following research questions guided the study:

1. What is the nature of headteachers' instructional supervision practices public basic schools in the Kwadaso Municipality?
2. What is the impact of instructional supervision on teaching and learning in public basic schools in the Kwadaso Municipality?
3. What are the challenges of instructional supervision in public basic schools in the Kwadaso Municipality?

1.5 Significance of the Study

This study is of great significance in many ways. First, findings from the study have the potential to give a clear view of the current state of instructional supervisory practices in public basic schools. This information should enable school administrators to formulate new instructional conditions under which headteachers and teachers can work more effectively and to identify staff development needs for school heads and teachers. In addition, the study will help unravel the challenges of instructional supervision in public basic schools and to equip headteachers with the appropriate strategies to address them. The study will enable those involved in supervisory practices to identify the underlying negative perceptions of instructional supervision and seek for application of appropriate supervisory approaches based on teachers' preferences and choices. Furthermore, the study will provide useful information to the Ministry of Education and the Ghana Education Service to guide the formulation and modification of policies related to instructional supervision in public schools. Besides, the study will assist the Ghana Education Service to appreciate the need to structure and provide relevant training that will equip headteachers with the necessary knowledge and skills for effective instructional supervision. Lastly, the study will contribute to the existing literature on instructional supervision in basic schools.

1.6 Delimitation of the Study

This study was narrowed to investigating into factors affecting instructional supervision in public basic schools. It particularly sought to address supervisory practices of headteachers, how instructional supervision impacts on teaching and learning and the challenges confronting instructional supervision. The study was further confined to public basic schools in the Kwadaso Municipality.

Organization of the Study

The study of the organized based on five chapters. Chapter One provides the background of the study, the objectives, research questions significance of the study and the delimitation of the study. Chapter Two focuses on the literature related to the study. Areas explored include the concept of supervision, instructional supervision and the challenges facing Headteachers as instructional supervisors. Chapter Three discusses the research design, population of the study, sample and sampling method and the main research instrument. Chapter Four presents the results and discusses findings, while Chapter Five provides a summary, draws conclusions and makes recommendations to improve practice.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature to the topic under discussion. The chapter presents the concept of instructional supervision and aims of instructional supervision. It also addresses the concept of instructional leadership, its components and the skills and attributes of the headteacher as instructional supervisor/leader and headteachers' instructional supervision practices. The chapter also discusses the influence of instructional supervision on teaching and learning and challenges of instructional supervision.

2.2 Supervision

The term 'supervision" is often used in various settings to mean a process where a senior member of a profession evaluates, monitors or oversees the work of a junior member of the process to promote effective performance (Bernard & Goodyear, 2004). Burke and Krey (2005) perceive supervision as a dynamic and continuous process that involves coordinating, supporting, and improving performance outcomes. Similarly, Milne (2009) argues that supervision may involve activities or processes such as collective goal setting, performance reviews, corrective feedback, and directing with the aim of enhancing performance, which seems highly transformational. According to Sullivan and Glanz (2009), supervision in the educational setting entails engaging in instructional dialogue with the main aim of increasing teaching and improving student performance. The supervisor engages or interacts with the teacher continuously by evaluating the teacher's progress, providing constructive feedback and encourages best practice in order to facilitate the teacher's professional growth and improvement in the way that they provide instruction to learners.

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Robbins and Alvey (2004) describes supervision as growth oriented, formative process; teacher and supervisor engages in a rigorous examination of what content and practices can best create the conditions under which all students will learn at high levels. DiPaola and Hoy (2008) broadly conceived supervision as any set of activities planned to improve the teaching-learning process. Glickman, Gordon, and Ross-Gordon (2010) coined the term SuperVision which they claim denotes what a common vision of teaching and learning can and should be, developed cooperatively by formally designated supervisors, teachers, and other members of the school community. For Glickman et al all those involve in supervision should work together to make their vision a reality – to build a democratic community of learning based on moral principles calling for all students to be educated in a manner enabling them to lead fulfilling lives.

2.3 The Concept of Instructional Supervision

Definitions of instructional supervision are diverse; however, the role of instructional supervision has common properties of enhancing the instructional skills of the teacher to improve on students' performance (Blesé & Blesé, 2000). Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni & Starratt, 2007). Blesé and Blesé (2002) note, "Instructional supervision is often defined as a blend of several leadership tasks such as supervision of classroom instruction, staff development, and curriculum development" (p. 8). Glickman, Gordon, and Ross-Gordon (2007) agree that instructional supervision is a comprehensive process that consists of supervisory tasks including direct assistance, group development, professional development, curriculum development, and action research to improve teaching and learning. Archibong (2013) views instructional supervision

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as a collaborative effort involving a set of activities aimed at bringing improvements in teaching and learning in schools. It does involve all efforts assigned to school officials in providing leadership to teachers and other educational workers to improve instruction, stimulate professional growth and development of teachers, select and revise educational objectives, material of instructions, and methods of teaching, and the evaluation of instruction (Ismail, Don, Husin & Khalid, 2018). Similarly, Drake and Roe, (2003), defined instructional supervision as the process through which the principal attempts to work with teachers and other staff members cooperatively to improve teaching and learning in the schools. Instructional supervision involves all activities that are focused specifically towards establishment, maintenance, and improvement of teaching and learning process in schools (Wanzare, 2012)**.** This implies that instructional supervision is a continuous process of set of activities between a supervisor and a teacher with the core objective of improving classroom performance. Similarly, Sergiovanni and Starratt (2007) define instructional supervision as a process aimed at "helping increase the opportunity and capacity of teachers and schools to contribute more effectively towards students" academic success (p. 6). Oliva and Pawlas (2001) describe instructional supervision as a developmental process, which promotes continuing growth and development of staff members in the art of teaching, continued and increased staff motivation; and improved instructional programme. Olivia and Pawlas note that, it is a means of offering teachers specialized help in improving instruction. They argued that supervisors should remember that teachers want specific help and suggestions that will address specific points that can help them improve. Zepeda (2007) perceives instructional supervision as working with teachers in ways that promote lifelong learning skills; inquiry; reflection; collaboration; and a dedication to professional growth and development.

Obviously, individual goals may vary; however, improvement in teacher performance is a goal of instructional supervision (Glickman et al., 2001; Zepeda, 2007). The definitions suggest that instructional supervision is characterised by all those activities which are undertaken in a collegial and collaborative manner to implement and achieve the goals and objectives of education by overseeing, equipping, and empowering teachers to maintain and improve their effectiveness in the classroom, and enhance learning in schools (Mensah, Esia-Donkoh & Quansah, 2019).

2.4 The Aims/Goals of Instructional Supervision

The ultimate goal of instructional supervision is to improve classroom instruction by providing teachers with the necessary assistance to execute their task. Nolan and Hoover (2004) describe instructional supervision as an organizational function concerned with promoting teacher growth which in turn leads to improvement in teaching performance and greater student learning (p. 26). The basic objectives for the instructional supervision of teachers is to enhance the educational experiences and learning of all students (Nolan & Hoover, 2004). To improve the goal of enhancing learning and promoting teacher growth, a supervisory activity must include policy directed collaboration with the assumption that teachers are intelligent, professional, and committed to the enhancement of their instructional performance (Renihan, 2004). Sergiovanni and Starrat (2007) argue that instructional supervision is to increase the opportunity and capacity of schools to contribute more effectively to students' academic success. Zepeda (2007) points out that the aim of instructional supervision is to promote growth, development, interaction, fault free problem solving, and a commitment to building capacity in teachers (p. 29). Zepeda observes that the supervisor is one who does more than just merely observe teachers in the classroom setting

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once or twice a year for approval or renewal of contract. She viewed the supervisor as one who has a myriad of roles in promoting growth and learning in their teachers ultimately leading to growth and learning in students.

Adesina (2001) suggests that instructional supervision is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled and also to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the systems goals. Mankoe (2007) on his part observe that the purpose of instructional supervision is to among other things ensure that minimum standards are met and that teachers are being faithful to school's overall purpose. Mankoe therefore concludes that instructional supervision aims to promote quality control, professional development, and teacher motivation. Wanzare and Da Costa (2000) posit that purpose of instructional supervision is to ensure instructional improvement, effective professional development of teachers and to help teachers to become aware of their teaching and its consequences for learners. Wanzare and Da Costa (2000) therefore suggest that the most important purpose of supervision is to enhance teachers' professional growth by providing them with feedback regarding effective classroom practices. Similarly, Ohiwere and Okoli (2010) point out instructional supervision is geared towards the improvement of the teaching and learning situation for the benefit of both teachers and the learners and to help in the identification of strength of teachers, while weakness areas are developed, weaknesses are further identified and the teachers are helped in understanding the manner to overcome them. Glickman, et al. (2010) believe that instructional supervision in schools is aimed at ensuring that individual needs in schools are synchronized with the needs of the school to make sure that actual teaching and learning outcomes are consistent with stated

instructional goal. Sergiovanni and Starratt as cited in Mankoe (2007) suggest that the purpose of supervision is to maintain standards, improve teacher commitment to achieving educational goals, and help teachers develop professionally. They concluded by categorizing the purpose of supervision into three, namely; supervision for quality control, supervision for professional development and supervision for teacher motivation. On this premise, Mankoe (2007) suggests that the purpose of supervision is to provide leadership that ensures the perpetuation in and that constant re-adoption in educational system for a period of years at levels, and learning experiences. Mankoe (2007) concluded that the aim of instructional supervision is to improve methods of teaching and learning, as well as create a conducive physical, social, and psychological environment for learning. Instructional supervision is expected to address the following major challenges: (a) assisting teachers in the various categories – beginning, qualified, unqualified, underqualified—to better their teaching (Beach & Reinhartz, 2000; Oliva & Pawlas, 2001); (b) helping school administrations in planning the participation of individual teachers in staff development, thus preparing them for different or increased responsibilities (Oliva & Pawlas, 2001); (c) assisting schools in selecting relevant instructional materials and equipment (Beach & Reinhartz, 2000); (d) helping schools to implement government educational curricula (Burke & Krey, 2005); (e) improving the relationship between teachers and headteachers (Oliva & Pawlas, 2001); and (f) leading in curriculum development (Beach & Reinhartz, 2000). Glickman et al. (2007) conclude that Instructional supervision's goal was successful schools achieved by improved instruction, enhanced student achievement, and teacher development achieved by candid and direct principal assistance.

2.5 Instructional Leadership

Definition of instructional leadership had been challenging to agree upon within the literature due to its multi-dimensional nature (Dimmock & Tan, 2016). The literature had renamed the term instructional leadership over the years as learning-centered leadership and leadership for learning (Gumus, Bellibas, Esen, & Gumus, 2018; Liu, Hallinger, & Feng, 2016). A clear grasp of instructional leadership is therefore an imperative. Hallinger and Murphy (2012) defined instructional leadership as "an influence process through which leaders identify a direction for the school, motivate staff, and coordinate school and classroom-based strategies aimed at improvement in teaching and learning" (p. 7). Similarly, Hallinger (2005) define instructional leadership as the degree to which the principal influences classroom instruction and student learning during the management and delivery of the school's goals, curriculum, instructional practices, resources, assessments, professional development, and learning culture.

Southworth (2002, p. 79) posits that the instructional leadership concept is "strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth". Leithwood and Jantzi (2008) described instructional leadership as a series of behaviors that is designed to affect classroom instruction. Instructional leadership concentrates on the 'role of the school principal in co-ordinating, controlling, supervising, and developing curriculum and instruction in the school' (Bamburg & Andrews, cited in Hallinger, 2003, p. 331). Instructional leadership is generally defined as the leadership functions that support classroom teaching and student learning (Anderson, 2008; Hallinger & Murphy, 2012). Instructional leadership refers to a leadership style that encourages best practices in teaching (Glanz, 2006; Louis, Leithwood, Wahlstrom & Anderson,2010). It is

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the principal's deep and direct involvement in teaching and learning (Haim, 2018). School heads who act as instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement. Instructional leaders are "chief learning officers" who are responsible to establish collaborative and supportive school cultures focused on teaching and learning (Green, 2010).

2.5.1 Components of Instructional Leadership

Instructional leadership is comprised of three components or dimensions, each accompanied by sub-scale dimensions or *functions*. The three primary components or dimensions include: (a) *Defining the School's Mission*, (b) *Managing the Instructional Program*, and (c) *Promoting a Positive School Learning Climate*. Each of these components is supported or underpinned by two to five specific instructional leadership behaviors called *functions*. According to Mackey (2016), the first dimension of instructional management concerns defining the school mission and consists of two functions: (a) framing school goals and (b) communicating school goals. The school's mission to improve student learning routinely communicated to staff, parents, students, and other community members is an example (Ismail, Don, Husin, & Khalid, 2018; Mackey, 2016; Shaked & Schechter, 2016). Effective instructional leaders prioritize all stakeholders in the school and community and make everyone aware of the school's mission.

The second dimension of instructional leadership is managing the curriculum and instruction. This consists of three functions: (a) supervising and evaluating instruction, (b) coordinating curriculum, and (c) monitoring student progress (Campbell, Chaseling, Boyd & Shipway, 2019). Principals with instructional leadership have effectively improved student outcomes by improving teacher practice (Campbell et al., 2019; Grissom, Kalogrides,

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& Loeb, 2017). Instructional leaders who manage instructional programs well ground their approaches in learning principles and seek the input of teachers (Terosky, 2016).

The third dimension is promoting a positive school learning climate, which consists of mostly indirect activities. Six job functions make up this dimension: (a) protecting instructional time, (b) promoting professional development, (c) maintaining high visibility, (d) providing incentives for teachers, (e) enforcing academic standards, and (f) providing incentives for students (Campbell et al., 2019). These three dimensions shown in Table 1 are interconnected and define the specifics of instructional leadership.

Table 1: Dimensions of Instructional Leadership

Defines the school mission	Manages the curriculum and instruction	Promotes a positive school learning climate
(a) framing school goals (b) communicating school goals	(a) supervising and evaluating instruction (b) coordinating curriculum (c) monitoring student progress	(a) protecting instructional time (b) promoting professional development (c) maintaining high visibility (d) providing incentives for teachers (e) enforcing academic standards (f) providing incentives for students

Adopted from Robinson (2020, p. 17)

In the view of Blesé and Blesé (2004), instructional leaders' role consists of communicating the school's mission and goals, providing supervision for teachers in other

to develop their skills and abilities, providing professional development opportunities, and creating school which shows collaboration, trust and empowerment. Sergiovanni and Starrat (2002) believes that at the "heart of instructional leadership is designing opportunities for teachers to continually learn, to care, to help each other, and to teach more effectively" (p. 8). Brewer (2001) outlined the focus of instructional leadership as the focusing on instruction; building a community of learners; sharing decision making; sustaining the basics; leverage time; supporting on-going professional development for all staff; redirecting resources to support a multifaceted school plan and creating a climate of integrity, inquiry, continuous improvement. Leithwood (2005) in a critical study of researches from seven countries regarding their participants understanding of successful principals' leadership observes that five countries reported the following qualities were necessary: skilled communicating, cognitive flexibility, open-mindedness, and creative problem solving. According to Cross and Rice (2000) a principal who intends to be an instructional leader must have a vision and commitment, high expectations, development of trusting working environment, effective communication, and the courage to seek assistance.

Summarizing existing research on the methods that principals use to harness instructional leadership to meet their school goals, Stronge, Richard, and Catano (2008) culled five core domains: (a) building and sustaining a school *vision* that establishes clear learning goals and garners schoolwide-and even communitywide-commitment to these goals; (b) *sharing leadership* by developing and counting on the expertise of teacher leaders to improve school effectiveness; (c) leading a *learning community* that provides meaningful staff development; (d) *gathering data* for utilization in instructional decision making; and (e) *monitoring* and encouraging curriculum implementation and quality instructional

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practices by spending time in classrooms. Practically, as a leader of instructional change and improvement, the principal is expected to engage in activities such as "monitoring/observing instruction, school restructuring or reform, supporting teachers' professional development, analyzing student data or work, modeling instructional practices. . . [and even] teaching a class" (Goldring, Huff, May & Camburn, 2008, p. 340). Research has established links between the principal's instructional leadership behaviors and students' achievements (Glickman, Gordon, & Ross-Gordon, 2014). Notably, the effect of instructional leadership on student outcomes was found to be three to four times as great as that of transformational leadership, where leaders inspire, empower, and stimulate teachers (Robinson, Lloyd, & Rowe, 2008). These empirical links between the principals' involvement in instruction, the high quality of instruction, and students' achievements have led to the broadly voiced call by scholars on contemporary school principals to view instructional leadership as their primary responsibility and top priority, on a consistent basis (Murphy, Neumerski, Goldring, Grissom & Porter, 2016; Murphy & Torre, 2014; Neumerski, 2012;).

Instructional leaders must recognize that leadership is a shared responsibility. The leader must be cognizant of their strengths and weaknesses as well as that of the faculty and staff to ensure that leadership is a shared effectively and that each individual's expertise is being maximized for school improvement (Green, 2010). Commenting on the leadership role of the Headteacher, The Ghana Education Service (2010) observes that the Headteacher's leadership role is critical in all that happen in the school and eventually concludes that at the centre of tasks performed by the school head is the promotion of learning. The central task of learning can be fulfilled only when headteachers are able to establish connections between their leadership and learning through reflection.

An instructional leader protects instructional time, promotes professional development, maintains high visibility, and provides incentives for teachers and for learners (Hallinger, 2003). Blasé and Blasé, 2004) described instructional leadership as a blend of supervision, staff development, and curriculum development. They present three aspects of effective instructional leadership as: talking with teachers, promoting teachers' professional growth, and fostering teacher reflection. Blasé and Blasé also added that principals who are good instructional leaders establish a profound appreciation for the potential artistry of an instructional conference with teachers (Southworth, 2002). According to Southworth "Instructional leadership is complex and demanding, thus it requires high levels of professional knowledge, skill and understanding" (p. 18). Some of the strategies for instructional leadership presented by Southworth (2002) are modeling and monitoring. By modeling, it means principals use their teaching as an example of what and how to do things; work alongside staff in their classroom, coach staff and consciously use assemblies as occasions to promote and reinforce educational values and practices. With regard to monitoring, it involves the principals looking at teachers' weekly plans, classroom visitations, examining samples of pupils' work, and observing the implementation of school policies. It has been observed that monitoring and evaluating teachers serve as an important tool to raise the standards of teachers. Headteachers, engaging in actual classroom observation when teachers are teaching will enable them know the strengths and weaknesses of the teacher (Manaseh, 2016). According to Neumerski (2012), "The aims of instructional leadership are tied to the core work of schools: teaching and learning. Thus, instructional leadership practice must include the connection between instructional leadership and

instruction itself" (p. 316). Principals are expected to understand instruction and be able to give teachers feedback to improve their teaching (Leithwood & Seashore Louis, 2012).

2.6 The Headteacher as an Instructional Supervisor/Leader

Langton, Robbins and Judge (2011) describe the instructional supervisor as someone who assists, guides, directs and oversee the people he/she is managing. Instructional supervisors are the persons who are in supervisory positions in schools to offer leadership to teachers, and who have the fundamental duty to work with teachers to improve the quality of instruction to boost quality learning on the part of students (Kusi, Keelson & Adzifome, 2019). Such people include school inspectors, headteachers, assistant headteachers, departmental heads and curriculum specialists (Glickman, Gordon & Ross-Gordon, 2004). Beach and Reinhartz (2000) maintain that the instructional supervisor is a catalyst, a guide, a supporter, and an encourager who together with the teachers move along an infinite growth continuum. An instructional supervisor/leader may include the headteacher, assistant headteacher, specialist consultant, and curriculum director. The headteachers as an instructional supervisor is bestowed with the duty of supervising the teachers in their respective schools and seeing to it that they carry out their responsibilities effectively (Fitzgerald, 2011). Zepedda (2007) points out that the instructional supervisor does more than merely observe teachers in the classroom setting once or twice for approval or renewal of contract. Zepeda viewed the instructional supervisor as one with a myriad of roles in promoting growth and learning in their teachers ultimately leading to growth and learning in students. The supervisory task of the instructional supervisor that has the greatest potential to positively affect the teacher's development is direct assistance, group development, professional development, curriculum development and action research (Glickman, et al.,

2010). "Effective principals engage in work that supports teachers in improving their instructional practices…Effective principals are instructional leaders" (Zepeda, 2007, p. 11). Glanz (2005) believes that "principals today are ultimately responsible for providing top-quality instructional leadership that aims to promote best practices in teaching…for the chief purpose of ensuring student achievement" (p. 1). The view of headteacher as instructional leader is a commonly accepted vision of current supervisory practice. This view of the headteacher's role is related to the effective school research, which determined that the teacher was the most important factor in student success. Good teachers, the research discovered, felt part of a cause beyond themselves and felt morally obligated to succeed (Glickman, et al., 2010, p. 43). It then becomes part of the headteacher's work to guide these teachers as they collaborate and work toward greater student achievement, a role now referred to as instructional leadership. School heads and other administrators must come to view their primary role as one of an instructional leader promoting improved student achievement (Downey, Steffy, English, Frase, & Poston, 2004, p. 7).

According to Glanz (2005), "principals today are ultimately responsible for providing top-quality instructional leadership that aims to promote best practices in teaching and related instructional areas for the chief purpose of ensuring student achievement" (p. 1). Glanz (2005) clearly points out that the three most important elements of successful instructional leadership are conducting instructional conferences with teachers which include modeling, providing feedback, and inquiry; providing staff development; and guiding teacher reflection. Beyond these three elements. These attributes of instructional leadership are reiterated throughout the literature. Zepeda (2007) lists similar characteristics, writing that "the principal as supervisor is able to link supervision, professional development, and

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teacher evaluation" (p. 11). Zepeda goes a bit further than Glanz and also includes the need for "a command of the tools needed to conduct classroom observations and support the talk about teaching that occurs before and after classroom observations" (2007, p. 11). Similarly, The National Association of Elementary School Principals [NAESP] (2004) list six standards "for what principals should know and be able to do" (p. 6) which also reflect the model of principal as instructional leader. These standards include placing learning at the center, setting high expectations, demanding that content address standards, creating a culture of continuous learning, using various sources of data to inform instruction, and actively engaging the community. In a study regarding the instructional leadership activities of principals, Ovando and Ramirez (2007) found that the principals they researched did take on many instructional leadership measures. "These include setting clear expectations, monitoring instruction by conducting walk-through observations, and connecting staff development to the appraisal system" (p. 97).

2.7 Skills and Attributes of the Headteacher as Instructional Supervisor/Leader

There is an increasing body of research studies that highlight the attributes or skills that are critically needed by a headteacher as instructional supervisor to become effective (Kouzes & Posner, 2003; Sergiovanni, 2005). Nolan and Hoover (2005) identified seven essential skills of instructional supervision. These skills include building trust and positive communication, encourage continuous reflection and inquiry into teaching, collecting systematic data, interpret and use the data. Foster a school wide climate that values community, collaboration and continuous growth. Key skills and attributes of an instructional supervisor are discussed below.

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2.7.1 Communication Skills

Communication skills has been found to be important in an environment that involves students, parents, teachers and other professionals (Bush, 2008; Kouzes & Posner, 2003; Sergiovanni, 2005). "Being an effective communicator, acting as a good role model or supervisor and managing time effectively were considered to be the major ways supervisors could fulfill such responsibilities" (Kouzes & Posner, 2003, p. 43). When a headteacher exhibits open and honest two-way communication skills, models effective time management, and provides teachers with an overall positive role model it goes a long way to set the tone and direction of the work climate (Sergiovanni, 2005). Similarly, communication that is open and two-way can lead to clarity of meaning and building of trust (Hargreaves & Fink, 2006; Kouzes & Posner, 2003). Just as communication skills can be learned, so too can interpersonal skills, and both skill sets need to be practiced to create better and more satisfying relationships (Kouzes & Posner, 2003; Oliva & Pawlas, 2001).

2.7.2 Conflict Management

Conflict management refers to the deliberate intervention by managers to stimulate and encourage beneficial or helpful conflict and to resolve, suppress or prevent harmful conflict (Steyn & Van Niekerk 2007). The skills for managing and resolving conflict are essential for supervisory practices to be successful (Oliva & Pawlas, 2001). Effective two-way communication through trust, understanding, and valuing another person's perspective, is a necessary component of empathy and managing conflict (Oliva & Pawlas, 2001; Hargreaves & Fink, 2006).

2.7.3 Establishing Interpersonal Connections

School heads who appreciate the significance of establishing relationships with others and accepting diversity in people are often able to foster teachers' involvement and are more successful with teachers "buying into" an idea or initiative (O'Hanlon & Clifton, 2004; Oliva & Pawlas, 2001). Such headteachers tend to act in an authentic and transparent manner with a view to developing an atmosphere of trust. Building relationships with teachers can help these teachers feel supported and may result in the teachers becoming more involved. Lacking trust, teachers may not be motivated to invest their time.

2.7.4 Collaboration

The importance of creating a climate of collaboration in the workplace is highlighted in the available literature (McEwan, 2003). McEwan argues that a support network of peer coaching and a mentor system is beneficial for teachers and administrators. While other studies on professional collaboration indicate the importance of establishing a climate of trust and helping teachers to develop proficiency in consensus-building, decision-making, and to deal with conflict resolution (Hargreaves & Fink, 2006; Oliva & Pawlas, 2001), lack of co-operation, time constraints, and isolation were noted to hamper collaboration (Marzano, Waters & McNulty, 2005).

2.7.5 Self-Awareness

Oliva & Pawlas (2001) suggest that great supervisory practice works through the emotions. Their study suggests that self-awareness is required to exhibit sound or positive supervisory practice. Self-awareness is the building block for social awareness, for without self-awareness individuals will be poor at managing their own feelings and less capable of understanding feelings in others (Oliva & Pawlas, 2001).

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2.7.6 Self-Reflection

The value of having a headteacher who employs reflective practice skills emphasised in research studies (McEwan, 2003; O'Hanlon & Clifton, 2004; Sergiovanni, 2005). Through the use of reflective practice, teachers can better understand their leadership roles (Sigford, 2006). By examining perceptions, inherent biases, and world views, headteachers have the opportunity to understand and enhance their effectiveness as instructional supervisor. Ramsey (2006) found that experienced headteachers demonstrated a higher level of reflection and competence in their supervisory roles. Self-reflective process helps headteachers examine strengths and limitations, set professional goals, and plan professional development experiences. The importance of reflection in teaching is particularly useful because learning is grounded in reflection, the purpose of reflection is to improve practice to become better teachers and set the stage for "lifelong learning" (Kouzes & Posner, 2003; Ramsey, 2006).
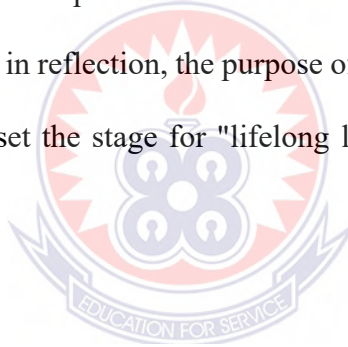
2.7.7 Trustworthiness

Supervisory relationship is possible only if headteachers are trusted to have their own emotions under control (Byrk & Schneider, 2003; Sergiovanni, 2005). If a headteacher does not act ethically and build trust through their own reliability and authenticity, then teachers will learn to mistrust (Hargreaves & Fink, 2006). Trust is valuable in establishing that teachers are "on board" with the vision and generating involvement of the group (Byrk & Schneider, 2003; Hargreaves & Fink, 2006). The mistakes that leaders tend to make are usually classified under the category of poor human relations skills (Kouzes & Posner, 2003). What separates effective leaders from the other leaders seems to involve the ability to value and nurture relationships through the ranks (Sergiovanni, 2005). Trust and rapport appear to

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be necessary for development of cultures of learning (Hargreaves & Fink, 2006; Sergiovanni, 2005).

2.7.8 Vision

The ability to be forward-looking and to communicate a clear vision contributes greatly to a headteacher's effectiveness in their role (Marzano,Waters & McNulty, 2005; Sigford, 2006). While having a vision is considered to be an important leadership trait, research appears to indicate that it is optimal for a headteacher to combine vision with excellent communication skills that work toward a common and shared goal with teachers (Bush, 2008; Oliva & Pawlas, 2001).

2.8 Headteachers' Instructional Supervision Practices

There are numerous and endless supervisory practices that headteachers can perform in the effort to improve teaching-learning and consequently impact on students. Glickman et al. (2001) suggested that supervisors should use different supervisory practices that come from their own philosophies and beliefs. Sergiovanni and Starratt (2002), concurring with Beach and Reinhartz (2000), noted that the choice of particular supervisory practices will depend on the kinds of teachers with whom supervisors work in their schools. In their view, instructional supervisors should match their supervisory practices with teachers' stages and levels of concerns, abilities in abstract thinking, level of cognitive complexity, learning styles, and motivational needs. A few of them have been discussed below.

2.8.1 Classroom Visitation and Lesson Observation

Classroom visitation and observation is a basic instructional supervisory practice. This instructional supervisory practice has been described as collegial and integrative

meeting between supervisors and teachers with the sole aim of improving instructions (Glickman et al., 2010; Sergiovanni & Starratt, 2007). It which involves observing of a teacher and analyzing his or her classroom practices, the teaching-learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness. During classroom observation, the supervisor observes how the teachers plan their work for delivery to learners. The supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used (Sule et al., 2015). The supervisor can video tape the lesson without being disruptive to the class so as to sit later with the supervisee and discuss the strengths and weaknesses of the supervisee's lesson in an attempt to improve teacher's quality in instructional process. In the process of classroom visitation, Ogunsaju (2006) suggests that the instructional supervisor should centre their observation on planning and preparation, presentation during the lesson, teacher relationship with the learners as well as the teacher's personality in reference to planning and preparation. Furthermore, the supervisor should also lay emphasis on the effectiveness of communication by the teacher (Ogunsaju, 2006). The particular aspects of communication include speech habits, choice of words, voice, the presenter's subject knowledge and the skills in effecting learners' participation in the course of the lesson.

The provision of feedback to the teachers who are supervised would ultimately help them improving their teaching methodology for the benefit of the learners. According to Glickman, Gordon and Ross-Gordon, (2010), classroom visits provide an opportunity for principals and teachers to come into face-to-face contact in actual teaching-learning

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situations. The improvement of teachers' instructions would, in turn, improve the students' performances. This is because when the teacher teaches well, there is the tendency that student learning will be enhanced (Zepeda, 2010). Similarly, Sule, et al. (2015) posit that the competence level of teachers increases with classroom observation. Charles, Chris and Kasgei (2012) emphasize that teachers should be observed regularly to ensure that they: plan for lessons early, effectively use teaching aids, relate well with students and ensure strict adherence to the curriculum.

However, studies have shown that instructional supervisors do not regularly visit classes to observe instruction. Mulunda, Onen, Musaazi and Onen (2016) in a study found that supervision of teachers' instructions was not adequately conducted in public secondary schools in Uganda. The study concluded that inadequate effective instructional supervision had led to poor students' academic performance in public secondary schools. Similarly, Duflo, Dupas and Kremer (2011) and Nyamwamu (2010) in their respective studies revealed that in Kenya, headteachers never at all observe teachers in classroom and attributed it to inadequate time and too many responsibilities of managing the school. The inability of headteachers to visit classes or carry out meaningful classroom visits makes them fail to learn what is being done in the classroom (Wellington, 2001). Furthermore, they are also not in touch with the methods being used, the attitudes and reactions of pupils and other factors that influence the teaching and learning process in their schools.

2.8.2 Lesson Demonstration

Demonstration is one of most effective instructional supervisory practices that stimulates teachers' growth. It involves the presentation of prearranged series of events to a group for their viewing. To be effective however, the demonstration should be realistic,

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practicable and devoid of any form of artificiality (Ahaotu, Ogunode & Obi-Ezenekwe, 2021). A study by Zaare (2013) in Iran showed that teachers who were observing their qualified and experienced colleagues on teaching methodology learned much about teaching procedure. It is highly likely the teachers who observe their qualified and highly experienced peers during demonstration teaching would help them in becoming more reflective teachers while improving their self-awareness.

2.8.3 Supervision of Teachers' Professional Records

Teachers' professional records have been portrayed as the documents which teachers utilize in the drawing up, execution and assessment of instructions and learning activities (Garba, 2020) Teachers' records comprise the scheme of work, the lesson designed, the learning activity notes, and the documented histories of work completed. These records aid the teacher to sort out the way towards conducting instructions progressively and proficiently (Zepeda, 2010). In Ghana, headteachers are required to check schemes of work, lesson plans, records of work covered, ensuring duty attendance by teachers and class attendance by students by keeping their respective registers (Ghana Education Service, 2010). The development of teachers' professional documents such as lesson notes and plans is the road map to teaching effectively. Professional documents help teachers to have focus during the teaching process. A study carried out in Ugandan public secondary schools by Paul, et al. (2016) revealed that the supervision of professional records had a statistically significant effect on teachers' pedagogical practices. A similar study by Melissa as cited in Garba (2020) in Kenya found that principals' supervision of teachers' professional records significantly affects their job performance. The findings, as revealed by the above pieces of the literature,

suggest the principals' supervisory activities of reviewing teachers' portfolio is very important for the achievement of secondary education.

Anyone who teaches without professional documents particularly lesson plans and notes would be handicapped in the teaching and learning environment (Robertson, 2010). This therefore means that teachers have to take adequate care during the preparation of their professional documents whereas their departmental, section or unit heads who are the immediate supervisors, need to check their documents in order to make them more responsible in the performance of their duties. Sule et al. (2015) in a study in Nigeria found a significant positive relationship between the checking teachers' lesson notes and their effectiveness. Furthermore, Peretomode (2004) posits that the effective performance of duties by the teachers depends on the checkup of their lesson notes by the principals in order to ascertain that the lesson content is effectively covered. When principals regularly and continuously supervise the teachers' lesson notes, then this enhances the performance of teachers in the classroom as opposed to supervision being unscheduled, irregular and snappy. In checking lessons notes, the instructional supervisor must ensure adherence to the syllabus regarding the scope, depth and the learners' intellectual level and also the appropriateness of learning resources.

A study in Kenya by Gachoya (2008) observes that 70% of instructional supervisors advise teachers on proper preparation and keeping of professional records. Similarly, Jeptarus (2014) revealed that principals check teachers' records like schemes of work, lesson plan, and record of work regularly. On the contrary, Mohammed (2015) in a study of public secondary schools in Bauchi State revealed that checking of lesson plans, schemes of work, students' attendance, and academic progress were least performed by designated school

supervisors. Mohammed (2015) study concluded that the situation had led to poor curriculum implementation in public secondary schools.

2.8.4 Organizing Staff Development Programmes

Instructional supervisor should plan and deliver effective staff development programs (Acheson & Gall, 2003). This entails arranging courses and workshops for teachers. The courses should be relevant and specific to areas found wanting by the supervisor and the individual teacher.

2.9 Influence of Instructional Supervision on Teaching and Learning

Several studies have found supervision to be of value in improving the teaching-learning process and teacher's performance. Nolan and Hoover (2004) and Habimana (2008), for instance, state that, the ultimate aim of supervision is to improve the instruction in order for learners to achieve better education. When headteachers frequently monitor the performances of teachers, noting their weaknesses and strengths by the use of suitable techniques, it leads to high success rates in national examinations amongst students. Furthermore, adequate instructional supervision ensures that headteachers observe students' discipline, know the teaching learning methods used and monitor teachers' log-books in order to positively influence teachers' performance. According to Campbell (2013), instructional supervision determines the relationship between teachers and the supervisor, lowers their stress and increases focus on students' achievement through authentic conversations. The performance of the teachers is determined by management skills and supervision adequacy. If the principal lacks general leadership skills and fails to deal with teachers' difficulties effectively, teachers will not manage to teach effectively (Walaba, 2008). This fact is further indicated by Loucks-Horsley's work as cited by Bredeson (2008)

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that the principals must exercise significant influence on teachers' performance through effective supervision and evaluation. They must help teachers identify their needs and then collaboratively plan effective learning opportunities to meet those needs. Highly effective principals work hard to move teachers toward greater levels of independence and professional performance. Therefore, Principals are considered as instructional leaders, models, coaches, facilitators and guiders (Grigsby & Vesey, 2011).

The primary purpose of instructional supervision is to improve teacher instruction, support teacher professional growth and development and ultimately improve student outcome. This implies that the instructional supervision practices conducted by the headteacher must have an influence on student outcome for it to be meaningful. Improving a school's instructional capacity has to improve the teaching and learning process as well as lead to student performance improvement (Sergiovanni & Starratt, 2007). A relationship exists between instructional supervision and teacher professional development (Tesfaw & Hofman, 2014). The influence of headteachers' instructional supervisory role indirectly influences the performance of the student outcome. The professional growth and development of the teachers through instructional supervision is what contributes to improved performance of students.

Dangara (2015) in a study in Nigeria revealed that instructional supervision practices such as inspection of teacher records keeping, checking of lesson plans and notes, classroom visitation and checking of students' notebooks has a significant correlation with student academic performance as well as teachers' performance. According to Onyango (2005), instructional supervision in the areas of classroom visitation, teacher observation and conferencing greatly influence students' performance. Gachoya (2008) observes that

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supervisors who make efforts to conduct such practices are able to have an insight into the actual state of instruction and this reinforces students' performance. This implies that if class visits are intensified, students would keep alert and study and this would influence their performance. This study confirmed the same finding. Alimi and Akinfolarin (2012) studied the influence of selected instructional supervisory practices on the academic performance of students in Nigeria. The studied practices include moderation of marking schemes and question papers, checking punctuality of teachers and classroom attendance, classroom observation/visitation and checking students' notebooks. The study revealed that there was a significant relationship between these activities and the academic performance of the students. This implies that failure to supervise well the teachers would result in ineffective instruction and adversely affect students' academic output. Several other studies have subsequently found a significant relationship between instructional supervision and student outcome in various countries (Comfort, Aina, & Idowu, 2017; Heaven & Bourne, 2016; Okendu, 2012; Tyagi, 2010). This finding can be argued to be true when other factors such as adequate levels of staffing are considered.

2.10 Challenges of Instructional Supervision of the Headteacher

2.10.1 Lack of Experience

The mode of appointments of headteachers appears not based on any strict qualification or experience but mostly on the basis of long service or seniority. Afful-Boni (2006) observes that basic school headteachers are appointed based on long service. He stressed, for instance, that if a headteacher of a school goes on transfer or retirement, the immediate possible replacement is the teacher on the staff with the longest time served in the school. According to Baffour-Awuah (2011) in Ghanaian primary schools, if two teachers

have the same qualification, the one with longer years in teaching is most likely to be promoted to become headteacher of the school and consequently the instructional supervisor. De Grauwe (2001) stressed that in most countries, teachers are promoted to headship positions on the basis of seniority, and by virtue of the position as headteachers they automatically become instructional supervisors at the school level. In rural districts in Ghana, it is common to find newly posted teachers; fresh from the colleges of education being appointed to headship position without any formal training or induction (Oduro, 2003).

2.10.2 Heavy Workload

Workload that headteachers encounter on the daily basis (Ndung'u, 2015). headteachers are considered as leaders, supervisors, administrators, managers and inspectors of schools. They are therefore, "teacher of teachers" and the frontline mirror in the school plan of action (Dipaola & Hoy, 2013). Studies have shown that these responsibilities pose challenges to the headteachers in their day to day management and administrative duties of which supervision of instruction is among. The challenge as a result of too many administrative duties has been found by various researchers (Mavindu, 2013; Mzee, 2011). The Report of the president's Committee on the Review of Education Reforms (2002) points out that headteachers combine teaching with administrate roles, making it difficult for them to make adequate time for management and supervision. This position is shared by Lahui-Ako as cited in Kusi (2008) that most principals in Papua New Guinea are overburdened with many responsibilities resulting in the allocation of inadequate time for instructional leadership. According to Ogunu (2000), school principals are so weighed down by routine administrative activities that they hardly find sufficient time to visit the classrooms and observe the teachers. Ogunu further notes that some principals give more attention to their

correspondence with the Ministry of Education its other agencies, the community affairs, the parents and visitors to the school. The scholar lamented that when principals face those activities, they tend to pay little attention to their main responsibility of taking charge of ensuring teachers provide effective instructions in the school. These studies however, do not show how the headteachers approached the workload issue and finding a balance with instructional supervision.

2.10.3 Inadequate Resources

The provision of resources has the potential to promote effectiveness. However, instructional supervisors are confronted with resource challenge, especially in terms of logistics, incentives, training and teaching and learning materials among others. The President's Committee on the Reform of Education Reforms (2002) identifies the lack of incentives, inadequate training and the lack of logistics as myriad of challenges affecting effective supervision in basic schools. Once supervisors, especially headteachers are confronted with resource challenge, by extension teachers will be natively affected. Hussen, (2015) in a study of the challenges of instructional supervision practices in public secondary schools revealed that there were inadequate resources for instructional supervision. Particularly, the study found that there was no standard policy guideline (Supervision Manual) to guide the principals' (Ahaotu, Ogunode & Obi-Ezenekwe, 2021). Handbook in schools was one of the constraints hindering adequate instructional supervision. The finding revealed further that even where the manuals were available, principals were not using them correctly.

In terms of teaching resources, Rous cited in Bafour-Awuah (2011) indicated in a study in US public schools that although supervisors provided teachers with resources,

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materials and funds to support classroom activities, others reported instances where instructional supervisors failed to provide resources needed by teachers to implement quality instruction. In a similar study in Botswana's public primary schools by Pansiri (2008) it emerged that more than half (59%) of the teachers reported that they did not receive the needed teaching and learning materials required for classroom instruction, and about 22 percent of the participants reported that they were provided with enough teaching and learning materials.

2.10.4 Lack of Adequate Training and Orientation in Instructional Supervision

One of the major challenges facing instructional supervision in is the issue of competence and technical knowledge of the instructional supervisors. Evidence from previous studies (Ajayi & Ayodele, 2006; Eya & Leonard, 2012) revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. In some cases, many newly appointed principals are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. In a base line survey of basic headteachers leadership in Ghana by Oduro and Bosu (2010) it was revealed that out of 240 headteachers in a study 60 (25%) had received no pre-headship training prior to assumption of duty and 180 (75%) reported receiving training which lasted for less than one week. They stressed that as a result of this situation most of the headteachers depended on learning through experience or through 'trial and error'. Inevitably, this condition affected the effectiveness of leadership required from headteachers to promote quality teaching in schools. Baffour-Awuah (2011) emphasized that in the absence of pre-service or in-service training, supervisors may be inclined to rely on their experiences with previous supervisors over the years, as well as existing knowledge in administration and

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pedagogy. This situation according to Bafufor-Awuah, could result in the possibility of stagnation in practice, instead of innovation and improvement. Lack of adequate training leads to supervisors losing direction as to how to perform instructional supervision, thus increasing "uncertainty that often accompanies role ambiguity" (Zepeda & Kruskamp, 2007, p. 52).

2.10.5 Poor Supervisors' Approach or Attitude

The role of the instructional supervisor is to serve as a facilitator rather than to act as an expert of instruction. A supervisor should be a guide, facilitator or collaborator (Glanz & Sullivan, 2000). The negative attitude and dissatisfaction of teachers toward instructional supervision depends on the supervisor-teacher relationship as well as methods and approaches of supervision used in order to assist teachers' needs. Lack of good supervisor-teacher relationship causes a great challenge to effective instructional supervision (Yelkpieri & Namale, 2016). It obvious that most supervisors still hang on to the controlling aspect of supervision where the supervisor does not see the need to involve teachers in the supervision process and to the extent of not showing any shred of respect for teachers. Ballenger as cited in Blesé and Blesé (2002) found out that the principal's use of direct controlling strategies to influence teacher's instruction-related behavior results in teacher compliance and/or resistance; in contrast the use of support and empowering strategies was linked to teacher commitment and compliance. In a study of primary school teachers Oduro found that the headteachers' understanding of school leadership is skewed towards the exercise of 'power and authority'. This understanding is influenced by factors related to Ghanaian cultural orientation towards respect for and the exercise of power and authority, value for age and language. Similarly, Blese and Blese (2004) identified some behaviours by principals which

they claimed have negative effect on teachers. These behaviours included discounting teachers' needs, isolating teachers, spying on teachers, over loading teachers, criticizing teachers, threatening teachers, giving teachers unfair evaluations and preventing teacher advancement. Blesé and Blesé, found that teachers felt their creativity was limited by these behaviours. Teachers stated that they could not be instructional risk takers and relied on traditional teaching methods because of a lack of support from principal. From their study, Blesé and Blesé (2004) found that the controlling aspect of instructional leadership has a negative impact on teachers in the following areas: motivation, anger, self-esteem, fearfulness, confusion, loss of respect and trust for principals, thoughts of quitting teaching, compliance, avoidance, resistance, rebellion, quitting and lack of communication with the principal (p. 147). Clearly, the approach the supervisor adopts can either positively or negatively affect supervision of instruction.

2.10.6 Negative Attitude/Perception of Teachers

Negative attitude and perception of teachers have also been found to be major challenges affecting instructional supervision. A study by Assefa (2014), revealed that many teachers do not believe supervision is helpful to them. The study concluded that generally, teachers expressed dissatisfaction, hence hatred for supervisory activities in their schools. In a study of principals' supervision in Arusha Municipality, Tanzania, Simbano, (2013) found that teachers had negative attitudes toward instructional supervision. UNESCO (2001) observes that in most developing countries like Tanzania and Namimbia, teachers seemed not to follow the suggestions and recommendations of supervisors, and as such, it was difficult to convince them to accept new ideas and that teachers perceive supervision as a form of evaluation of their work. Roberts and Pruit (2003) are of the opinion that teachers

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tend to believe that supervisor in their classroom points to the fact that they are being evaluated, rather than being offered support. Previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers (Watene, 2007; Yunus, 2008). The studies by Adikinyi (2007) and Gachoya (2008) also further revealed that teachers have a negative attitude towards instructional supervision and hence are likely not to take any guidance resulting from instructional supervision seriously. Muriithi (2012) on contrary found in a study that majority of teachers have positive attitude towards instructional supervision and that do not mind presenting their records of work for scrutiny to the headteacher and this encourages the headteacher to offer guidance where needed.

2.11 Summary

This Chapter discussed literature relevant to the study. From the literature, effective supervision borders on effective instructional leadership which requires vision and effective communication of vision. It also emerged from the literature that most instructional supervisors like headteachers are not appointed on the basis of qualification and experience, but on the simple criteria of long service and seniority. It is also obvious from the discussion that resources such as funds and teaching and learning materials are critical to effective supervision; unfortunately, most instructional supervisor rarely makes them available for teachers to improve on classroom instruction. Finally, the literature has shown that, generally, teachers' attitude to instructional supervision is negative as they consider the presence of a supervisor in their classroom as a way of evaluating their work and not necessarily to provide support to improve instruction.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This Chapter describes the research design, the population for the study, the sample and sampling technique, data collection instrument, validity and reliability and the procedure involved as well as how the data and analyzed and the ethical consideration.

3.2 Quantitative Approach

This study adopted the quantitative approach. Quantitative research involves gathering data that is absolute, such as numerical data, so that it can be examined in unbiased manner as much as possible (Ary, Jacobs, Razavieh, & Sorensen, 2006). Bell (2010) indicates that in quantitative research, facts are gathered in order to examine the association of one group of facts to another, using methods which may generate quantifiable and sometimes generalisable findings. The techniques used in quantitative research include random selection of research participants from the study population in an unbiased manner, the standardized questionnaire and statistical methods of analysis. One of the major benefits of quantitative research is that it enables the possible measurement of the responses of a large number of people to a limited number of questions, which can facilitate data comparison and statistical aggregation (Patton, 2002).

3.3 Research Design

According to Cohen, Manion and Morrison (2011), a research design outlines the processes for carrying out research and its main objective is to assist in providing suitable answers to research questions. This is indicative of how the research is set up, what happens

to the participants and what method(s) of data collection were used. When choosing a research method, Yin (2009) prescribes three conditions that should be considered: "(a) the type of research question posed, (b) the extent of control an investigator has over actual behavioural events, and (c) the degree of focus on contemporary as opposed to historical event" (p. 8). This study adopted a descriptive survey design. The study aimed to investigate the existing conditions concerning the factors affecting instructional supervision in public basic schools. A descriptive survey design was appropriate because of its suitability for studies that involve assessing and reporting a given situation as it exists (Creswell 2012, Cohen et al. 2011; Orodho et al., 2016). According to Sindhu (2000), descriptive research design investigates into the conditions or relationships that exists, practices that prevail, beliefs, points of view or attitudes that are held. Other advantages considered for choosing descriptive survey were that the design enables the collection of data on a large scale within a short period.
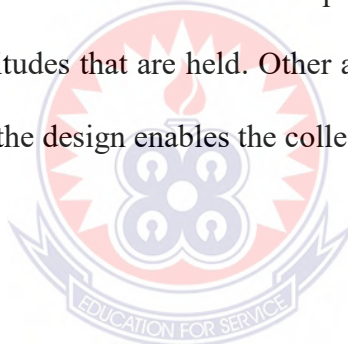
3.4 Population of the Study

Population is described as the set of units that the sample is meant to represent (de Vaus, 2004). The population in this study comprised all headteachers in public basic schools in the Kwadaso Municipality. The Municipality has three circuits, 49 public basic schools, with 49 headteachers.

3.5 Sample and Sampling Technique

According to Naoum (2007), a sample may be in the form of a specimen that can be drawn by the researcher to reveal what the entire population is like and to which research results can then be generalised. For Bryman and Bell (2011), sample size could be explained as the suitable number of participants required to attain the desired study results. According

to White (2005), the key concepts in sampling is representativeness. White stressed that the larger the population, the smaller the percentage of that population that the sample needs to be. If on the other hand the population is relatively small, the sample should comprise a reasonably large percentage of the population. Large samples enable researchers to draw more accurate conclusions and make more accurate predictions.

There are many approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and also applying formulas to calculate a sample size (Singh & Masuku, 2014). This study therefore used Krejcie and Morgan's published table to determine the sample size. Since it is virtually impossible to reach all the target population in the study area, a sample size of 40 was be selected using Krejcie and Morgan's table for determining sample size with a 95 percent level of confidence from the total population of 49. The simple random sampling technique was necessary to ensure that all the members of the population have an equal and independent chance of being included in the sample. Sindhu (2000) argues that the simple random sampling technique remains the most trustworthy method of securing representativeness of the whole population.

3.6 Data collection Instrument

Data collection is a deliberate, conscious, systematic process that focuses on both the data and the process of the research activities so that others may comprehend how the study performed and can judge its adequacy, strength, and ethics (Rossman, 2003). The main instrument for data collection would be structured close-ended questionnaire. The questionnaire is appropriate for this study because it is relatively economic, has same questions for all respondents and can ensure anonymity (Gall, Gall & Borg, 2007).

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Questionnaires are widely used in educational research and offer data on participants' views, perceptions, beliefs and attitudes (Cohen et al 2011). The use of the questionnaire also became imperative because all participants were literate and therefore had the ability to read and respond to the questions appropriately and respondents can also complete it at their convenient time (David & Sutton, 2004). Questionnaire is also economical to administer, usually easy to score and provides time for subjects to think about responses (Gall, Gall, & Borg, 2007; Schumacher & McMillan, 2010). A questionnaire also ensures anonymity and freedom of speech. Despite the disadvantages of utilising a questionnaire which include a limited response rate; the inability to probe or prompt the respondent, and the perceived amount of time to process data analysis, the questionnaire is an effective way of obtaining a large amount of information (Bell, 2010; Bryman, 2012).

The questionnaire was made up of four sections which sought to answer the research questions. Section A elicited data on background information; Section B solicited information on headteachers|' instructional supervisory practices; Section C collected information on the influence of instructional supervision on teaching and learning and Section D sought information on the challenges confronting instructional supervision of headteachers. In the administration of the questionnaire, 35 out of 40 selected headteachers returned their questionnaire representing 87.5% returned rate.

3.7 Pilot Study

The pilot study was a small-scale replication of the actual study, targeting a small number of persons with characteristics similar to those of the target group of respondents, namely headteachers. The construction of the questionnaire was done with the help of my research supervisor and School Improvement Support Officers (SISOs). The pilot sample

consisted of 5 headteachers who were randomly sampled from five basic schools in the Kumasi Metropolis. The purpose of the pilot study was to test the reliability and validity of the questionnaire for data collection in the main study; to establish how appropriate, understandable and practical the instrument is; to address any problems prior to the main study; and to check the time required for the completion of the questionnaire. The pilot study demonstrated that the questionnaire did not contain any confusing items.

3.8 Validity and Reliability

Validity denotes the appropriateness, meaningfulness, correctness and usefulness of the inferences a researcher makes (Fraenkel & Wallen, 2008). The validity of a research instrument expresses the extent to which it "measures or describes what it is purports to measure" (Bell, 2010, p. 119). Cohen et al. (2011) assert that validity is crucial for the effective accomplishment of research. In this study, the researcher ascertained the validity of the questionnaire items based on the objectives of the study. The researcher also submitted the questionnaire to her supervisor for his comments and suggestions. Reliability on the other hand is the degree of consistency that the instrument or procedure demonstrates (Orodho, 2009). The more reliable the instruments, the more consistent and dependable the results will be. To determine the reliability of the research instruments, the researcher after a pilot study conducted a test re-test of the questionnaire which yielded a Cronbach's 'Alpha' of 0.76 indicating a high level of reliability.

3.9 Data Collection Procedure

As a first step, an introductory letter was obtained from the Department of Educational Leadership of Akenten Appiah-Minka University of Skills Training and Entrepreneurial Development. This was used to seek permission from the Kwadaso

Municipal Education Office for this study. Through the School Improvement Support Officers (SISOs), I had an opportunity to meet with the headteachers in their various schools. At the various schools, I took time to explain the purpose of the study to the headteachers and then personally administered the questionnaire. Based on agreement reached with the individual headteachers, I returned a week later to collect the questionnaire. During my visit to collect the questionnaire from the headteachers, only 35 of them were returned.

3.10 Data Analysis Procedure

Data analysis is a process that consists of organising, accounting for and clarifying the data (Cohen, et al., 2011). In other words, raw data is broken down by simplifying and extracting key parts of the text. Descriptive statistics was used for analysing data in this study. Frequency counts and percentages were used to analyze the quantitative data. Descriptive statistics enables a researcher to summarize data meaningfully using figures or tables in order to provide simpler interpretation of the data.

3.10 Ethical Considerations

Saunders, Lewis and Thornhill (2003), define research ethics as the appropriateness of the researcher's behaviour in relation to the rights of those who become the subject of the research project, or who are affected by it. As a first step, an introductory letter was obtained from the Department of Educational Leadership of the Akenten Appiah-Minka University of Skills Training and Entrepreneurial Development. This was then be used to apply for permission from the Kwadaso Municipal Education Office in order to gain access to the various schools selected for the study. Upon obtaining the relevant permission, the researcher visited the various schools to introduce herself to the headteachers and then sought their approval to collect data. Other areas of concern in ethical involvement with participants

include the issues of privacy, anonymity and confidentiality. In this study, every step was taken to ensure the confidentiality, anonymity, and privacy of the data and the participants involved as ethically as possible. In this regard, the purpose of the study was explained to the participants. They were also be made aware that participation is voluntary. In addition, the participants were not be required to indicate their identity on the questionnaire. They were also assured that the information being sought was for only academic purposes.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion of the study. The analysis of the data was carried out in line with to the research questions one after the other by taking frequency counts of the occurrence of the events relevant to the study.

4.2 Analysis of Background Data

Background data of respondents covered are sex, age, highest educational qualification and working experience. Respondents were required to indicate their sex. The results were as presented in Table 2.

Table 2: Sex Distribution of the Respondent

Sex	Frequency	Percentage
Male	13	37.1
Female	22	62.9
Total	35	100

Source: Field data (2022).

From Table 2, majority 22(62.9%) of the respondents were female, while males were made up 13(37.1%). This clearly reflects the sex composition of educational institutions in public basic school in the Kwadaso Municipality, and therefore an indication from the findings that gender was fairly represented in the sample population.

The respondents were requested to indicate their age in the questionnaire. The results were as presented in Table 3.

Table 3: Age Distribution of Respondents

Age	Frequency	Percentage
20-29 years	0	0.0
30-39 years	3	8.6
40- 49years	12	34.3
50-59years	20	57.1
Total	35	100

Source: Field data (2022).

It evident from Table 3 that majority of the respondents 20(57.1%) were within the age bracket of 50-59 years and 12(34.3%) were between 40-49 years, while 3(8.6%) were in the age category of 30-39 years. None of the headteachers was aged between 20-29. This implies that the respondents were mature enough to appreciate issues of instructional supervision. The respondents were also asked to indicate their work experience. The results are as presented in Table 4.
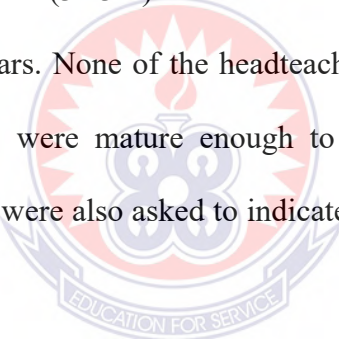
Table 4: Work Experience of the Respondents

Teaching experience	Frequency	Percentage
Less than 5 years	2	5.7
6-10 years	6	17.1
11-15 years	7	20.0
16-20 years	8	22.9
More than 21 years	12	34.3
Total	35	100

Source: Field data (2022).

The analysis of the results on Table 4 suggests that more a third (34.3%) of the respondents more than 21 years of experience, while 8(22.9%) had between 16-20 years of work experience. Those with work experience of between 11-15 years were 7(20.0%) of the respondents. Only 2(5.7%) of the respondents had less than 6 years of work experience. This therefore indicates that large proportion of the headteachers have extensive work experience in teaching and therefore are in a position to understand issues pertaining to instructional supervision.

Table 5: Educational Qualification of the Respondents

Qualification	Frequency	Percentage
Diploma	12	34.3
Bachelor's degree	19	54.4
Master's degree	4	11.4
Total	35	100

Source: Field data (2022).

The educational qualification of the respondents ranged from Diploma to Master's degree in varied educational areas of study. From Table 5, respondents with Bachelor's degree ranked highest with 19(54.4%), followed by Diploma certificate holders 12(34.3%). Only 4(11.4%) had Master's degree.

Table 6: Grade of Respondents

Grade	Frequency	Percentage
Principal Superintendent	9	25.7
Assistant Director II	10	28.6
Assistant Director I	14	40.0
Deputy Director	2	5.7
Total	35	100

Source: Field data (2022).

From Table 6, majority 14(40.0%) of the respondents were on the grade of Assistant Director I, with 10(28.6%) being on the grade of Assistant Director II and 9(25.7) were on the grade of Principal Superintendent, while only 2(5.7%) were on the grade of Deputy Director.
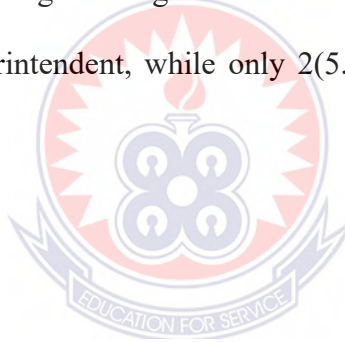
4.3 Analysis of Results

4.3.1 Analysis of Results of Research Question One

Table 7: Supervisory Practices of Headteachers

Supervisory Practices	Rarely	Sometimes	Often	Always
Vetting teachers lesson notes	0(0.0%)	0(0.0%)	4(11.4%)	31(88.6%)
Checking teachers' schemes of work	0(0.0%)	5(14.3%)	10(28.6%)	20(57.1%)
Checking teacher's punctuality and regularity	2(5.7%)	6(17.1%)	12(34.3%)	15(42.9%)
Provision of teaching and learning materials	6(17.1%)	9(25.7%)	12(34.3%)	8(22.9%)
Makes visits to classroom to observe teachers	7(20.0%)	14(40.0%)	8(22.9%)	6(17.1%)
Checking pupils exercise books	10(28.6%)	11(31.4%)	8(22.9%)	6(17.1%)
Providing Orientation for new teaching staff	11(31.4%)	13(37.1%)	8(22.9%)	3(8.6%)
Providing feedback after lesson observation	13(37.1%)	11(31.4%)	6(17.1%)	5(14.3%)
Organising in-service training for teachers	14(40.0%)	12(34.3%)	6(17.1%)	3(8.6%)

Source: Field data (2022).

From Table 7, 31(88.6%) of the respondents were of the view that, headteachers always vetted teachers lesson notes, while 4(11.4%) said this was done often. Also,

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20(57.1%) of the respondents checked teachers' schemes of work always, while 10(28.6%) and 5(14.3%) performed this duty either often and sometimes respectively. The results further demonstrate that majority 15(42.9%) of the respondents held headteachers always checked teacher's punctuality and regularity, while 12(34.3%) did that sometimes, while 6(17.1%) checked teacher's punctuality and regularity sometimes. With respect to the provision of teaching and learning materials, 12(34.3%) of the respondents did that often and 8(22.9%) said they always provided teaching and learning materials. only 6(17.1%) said they rarely provide. The results also revealed that majority of the respondents rarely provide feedback to teachers after lesson observation or organise in-service training for teachers. From the results, majority of the respondents 13(37.1%) reported rarely provide feedback to teachers after lesson observation and 11(31.4%) claimed they sometimes do that.

4.3.2 Discussion of Findings for Research Question One

From the results, an over whelming number of the respondents indicated that headteachers frequently checked lesson notes and scheme of work. This finding is consistent with that from Lahui-Ako cited in Kusi (2008) that instructional supervisors such as school principals in Papua New Guinea spend much of their time checking teachers' lesson plans. This help teachers to adequately plan their classroom instruction. On the contrary, Mohammed (2015) in a study of public secondary schools in Bauchi State revealed that checking of lesson plans and schemes of work were least performed by designated school supervisors. Similarly, this finding also suggests that majority 15(42.9%) of the respondents said headteachers always checked teacher's punctuality and regularity. This finding confirms findings made by The Metchell Group (2009) in a study in Kpando and Assin South which found that many instructional supervisors checked regularity and punctuality of teachers.

Esia-Donkoh and Baffoe (2018) in a study found that most of school supervisors check schemes of work, teachers' record of work, monitor teachers' punctuality, and check teachers' instructional records.

It is widely believed that teaching and learning materials can improve classroom instruction. Research has shown that teachers were provided with, and assisted to select appropriate teaching materials by instructional supervisors to improve instruction (Rous, 2004). The finding in this study contradicts this position, but rather collaborates that of Pansiri (2008) who found in a study of teachers in Botswana primary schools, that more than half (59%) reported that they did not receive the needed teaching and learning materials required for classroom instruction.

Another supervisory practice that was required of supervisors of instruction is for them to visit classroom to observe instruction. At least 14(40.0%) of the respondents sometimes visited classrooms to observe instruction. This finding somewhat contradicts finding by Duflo, Dupas and Kremer (2011) as well as Nyamwamu (2010) in their studies which showed that in Kenya, headteachers never at all observe teachers in classroom and attributed it to inadequate time and too many responsibilities of managing the school. Opoku-Asare (2006) in a comparative study of public and private schools in the Brong Ahafo Region, found that supervisors in public schools do not pay much attention to classroom visits.

Supervisors are also supposed to see to the professional needs of teachers by organizing in-service training courses for them. However, this study revealed that this supervisory duty of supervisors was rarely performed as indicated by 13(37.1%) of the respondents. Other studies collaborated this claim. For instance, Opoku-Asare (2006) in a

study found that headteachers concentrated most of their efforts on activities that did not have any direct bearing on teachers' professional development or improvement of standards in teaching and learning. This implies that workshops and in-service courses are not organized for teachers.

4.3.3 Analysis of Results of Research Question One

Table 8: Influence of Instructional Supervision on Teaching and Learning

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Promoting effective classroom instruction	9(25.7%)	15(42.9%)	6(17.1%)	5(14.3%)
Improves learning outcomes among students	5(14.3%)	16(45.7%)	8(22.9%)	6(17.1%)
Help teachers to cover scheme of work	7(20.0%)	15(42.9%)	9(25.7%)	4(11.4%)
Promotes effective classroom management	5(14.3%)	14(40.0%)	10(28.6%)	6(17.1%)
Encourages teacher punctuality and regularity	6(17.1%)	11(31.4%)	10(28.6%)	8(22.9%)
Encourages teachers to plan lessons	4(11.4%)	12(34.3%)	15(42.9%)	4(11.4%)

Source: Field data (2022).

From Table 8, revealed that four items ranked high as having influence on teaching and learning. These included promoting effective classroom instruction, improves learning outcomes among students, help teachers to cover scheme of work and promotes effective

classroom management. From the results, while 24(68.6%) of the respondents agreed that instructional supervision promotes effective classroom instruction, 11(31.4%) disagreed. Likewise, majority 21(60.0%) agreed that instructional supervision improves learning outcomes among students, 14(40.0%) held a contrary view. Equally, whereas 22(62.9%) of the respondents agreed that instructional supervision helps teachers to cover scheme of work, 13(37.1%) disagreed. The results further showed that majority 19(54.3%) of the respondents agreed instructional supervision promotes effective classroom management, on the other hand while 16(45.7%) disagreed.

The study further demonstrated that majority 18(51.4%) of the respondents disagreed that instructional supervision encourages teacher punctuality and regularity, while 17(48.6%) agreed to the claim. Also, whereas 19(54.3%) of the respondents disagreed that instructional supervision encourages teachers to plan lessons, 16(45.7%) agreed.

4.3.4 Discussion of Findings for Research Question Two

From the results most of the respondents agreed that instructional supervision promotes effective classroom instruction. The finding of this study agrees with that of Sefah (2018) which found that school supervision was beneficial, in that, it contributes to continuous professional development of teachers by helping them build and improve upon their pedagogical skills as well as classroom instruction. This study also discovered that majority 21(60.0%) agreed that instructional supervision improves learning outcomes among students. This finding endorsed the finding of a study carried out by Sule, Arop and Alade (2012) which established that effective instructional supervisory styles of headteachers boosted the teachers' job performance which translated to improved pupils' academic performance. Equally, 22(62.9%) of the respondents agreed that instructional supervision

helps teachers to cover scheme of work. Ampofo, Onyango and Ogola (2019) observed that teachers' scheme of work constitutes the fundamental basis for any teacher's professional delivery. They however found that less attention was paid to its preparation by school heads in the study area. An earlier study by Kimutai and Kosgei (2012) found a positive relationship between headteachers' inspection of teachers' schemes of work and performance. This study further indicated that a little over half 18(51.4%) of the respondents disagreed that instructional supervision encourages teacher punctuality and regularity. This contradicts findings made by Ampofo, Onyango and Ogola (2019) which revealed that the commitment of the school heads in supervision ensured teachers' punctuality among teachers and this resulted in effective use of instructional time. This could help to enhance the attainment of instructional objectives, culminate in timely completion of syllabuses and improve students' performance.

4.3.5 Analysis of Results of Research Question One

Table 9: Challenge Confronting Headteachers in Instructional Supervision

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Heavy work overload	11(31.4%)	18(51.4%)	5(14.3%)	1(2.9%)
Negative attitude of teachers	9(25.7%)	17(48.6%)	6(17.1%)	3(8.6%)
Lack of resources/funding	10(28.6%)	14(40.0%)	9(25.7%)	2(5.7%)
Lack of teaching and learning materials	7(20.0%)	15(42/9%)	10(28.6%)	3(8.6%)
Supervisor's inexperience	6(17.1%)	10(28.6%)	11(31.4%)	8(22.9%)
Poor supervisors' attitude	4(11.4%)	10(28.6%)	14(40.0%)	7(20.0%)
Inadequate training of headteachers	3(8.6%)	7(20.0%)	16(45.7%)	9(25.7%)
Poor communication skills	1(2.9%)	6(17.1%)	17(48.6%)	11(31.4%)

Source Field data (2022).

Results from Table 9 revealed that four items ranked top as the challenges confronting the headteachers in instructional supervision in basic schools in the Kwadaso Municipality. These were heavy work overload, negative attitude of teachers, lack of resources/funding and lack of teaching and learning materials. From the results for instance, whereas 29(82.9%) of the respondents agreed that heavy work overload was a challenge facing headteachers in instructional supervision, 6(17.2%) differed in their opinion. Similarly, 26(74.3%) agreed that negative attitude of teachers was a challenge affecting headteachers in instructional supervision, on the other hand, 9(25.7%) disagreed. Likewise, whereas 24(68.6%) of the respondents agreed that lack of resources/funding was a challenge confronting headteachers in instructional supervision, 12(31.4%) disagreed. The results further revealed that majority 22(62.9%) of the respondents agreed lack of teaching and learning materials was a challenge headteachers were facing in instructional supervision, while 13(37.1%) disagreed to the assertion.

It is also evident from the results that four other items were not perceived as challenges confronting headteachers in instructional supervision. From the results, whereas 19(54.3%) of the respondents disagreed that supervisor's inexperience was a challenge facing headteachers in instructional supervision, 16(45.7%) agreed. Similarly, 21(60.0%) of the respondents disagreed that poor supervisors' attitude was a challenge. However, 14(40.0%) agreed. Furthermore, 25(71.4%) of the respondents disagreed that inadequate training of headteachers was a challenge confronting headteachers in instructional supervision, while 10(28.6%) agreed. Finally, majority 28(80.0%) of the respondents disagreed that poor communication of feedback was a challenge headteachers were facing in instructional supervision in public basic schools.

4.3.6 Discussion of Findings for Research Question Three

From the results, a significant majority of the respondents agreed that heavy work overload was a challenge facing headteachers in instructional supervision. This finding corroborates the observation made by The Report of the president's Committee on the Review of Education Reforms (2002) points out that headteachers combine teaching with administrate roles, making it difficult for them to make adequate time for management and supervision. This position is also shared by Lahui-Ako as cited in kusi (2008) that most principals in Papua New Guinea are overburdened with many responsibilities resulting in the allocation of inadequate time for instructional leadership. Similarly, Sefah (2018) in a study also found that that overload of work on headteachers was a hindrance to supervision and that teachers performed both administrative and supervisory duties alongside teaching,

The study further evidently demonstrated that headteachers were faced with lack of funding for their instructional supervisory duties. This challenge could be attributed to the delays in the release of Capitation Grant and possibly the inability of schools to generate funds internally due to Ghana Education policy restriction on public schools. This study also revealed that lack of teaching and learning materials was a challenge headteachers were facing in instructional supervision. This finding from the study is consistent with that of Pansiri (2008) who found in a study of teachers in Botswana primary schools that more than half (59%) reported that they did not receive the needed teaching and learning materials required for classroom instruction. This implies that as instructional supervisors, headteachers were face with the difficulty of making teaching and learning materials available to teachers for effective instruction.

This study also discovered that more than a two-thirds of the respondents agreed that negative attitude of teachers was a challenge affecting headteachers in instructional supervision. This implies that teachers' attitude toward supervision is generally negative. This finding confirms the position of Baffour-Awuah (2011) that teachers' attitude to supervision is negative as some of them are of the opinion that the presence of a supervisor in their classroom points to the fact that they are being evaluated, rather being offered support. Similarly, Asooh (2018) in a study in the Bolgatanga Municipality found that some headmasters face challenges of uncommitted teachers, negative attitudes and resistance to new instructional approaches. This finding is also corroborated by studies made Esia-Donkoh and Quansah (2020) in the Pukuase Education Circuit which identified uncooperative attitude of teachers as a serious challenge to instructional supervision

This study showed that the majority of the respondents disagreed that inadequate training of headteachers was a challenge confronting headteachers in instructional supervision. This finding is in contrast with that of Baffour-Awuah (2011) which found that in most cases the appoint of headteachers in the Ghana education service is not based on experience but ling service or the person with the highest qualification. This finding also contradicts the findings made by Esia-Donkoh and Quansah (2020) which revealed that challenges such as supervisor incompetence, inadequate training for supervisors, and inexperienced supervisors were the major bottlenecks of instructional supervision in public basic schools in the Pokuase Education Circuit. These findings are also similar to findings by made by Tesfaw and Hofman (2014).

Given the myriad of challenges facing headteachers' instructional supervision. It is therefore presumed that the practice of instructional supervision is not effectively carried out in public basic schools in the Kwadaso municipality as a result of these challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings of the study, conclusions drawn and recommendation made. The analysis of the data was carried out in line with to the research questions one after the other by taking frequency counts of the occurrence of the events relevant to the study.

5.2 Summary of Findings

The purpose of the study was to assess the challenges confronting headteachers' instructional supervision in public basic schools in the kwadaso Municipality. The descriptive research design was employed with questionnaire as data collection instrument. Thirty-five headteachers were sampled through simple random sampling.

Results in relation to research question one found that most of the respondents indicated that headteachers frequently checked lesson notes and scheme of work, teacher's punctuality and regularity and sometimes visitation to classrooms to observe instruction. However, headteacher rarely organize in-service training courses for teachers.

The results obtained from research question two suggest that most of the respondents agreed that instructional supervision promotes effective classroom instruction, improves learning outcomes among pupils/students, help teachers to cover scheme of work and promotes effective classroom management. On the contrary the study showed that headteacher instructional supervision does not encourage teacher punctuality and regularity nor encourage teachers to plan their lessons.

Finally, it is obvious from the data gathered from responses to research question three that a most of the respondents agreed that heavy work overload, lack of funding/resources and negative attitude of teachers were the main challenges affecting headteachers' in instructional supervision. This study did not find poor supervisors' attitude, inadequate training of headteachers and poor communication skills as challenges.

5.3 Conclusions

Based on the findings of the study, it is concluded that there are varied instructional supervision practices that headteachers employ supervisors to enhance teachers' instructional practices in public basic schools in the kwadaso Municipality. Consequently, though headteachers frequently vetted or checked lesson notes and scheme of work, teacher's punctuality and regularity and sometimes, they did not attach much attention to teacher professional development through in-service training courses workshops. In addition, the evidence obtained from this study supports the view that instructional supervision is a critical ingredient of quality education in all schools because it helps to improve teachers' instructional delivery and positive learning outcomes among pupils/students. Finally, instructional supervision is confronted with numerous challenges including work overload, lack of funding/resources and negative attitude of teachers. This is likely to adversely affect supervision by headteachers.

5.4 Recommendations

From the conclusions it is recommended that;

1. The Kwadaso Municipal Education Directorate should organize in-service training programmes for the headteachers of public basic schools in the Municipality to equip them with the appropriate knowledge and skills to effectively balance and practice the supervisory tasks that are most likely to enhance teachers' performance.

2. The Kwadaso Municipal Education Directorate should organize symposia, seminars, and workshops for both headteachers and teachers in the Municipality to orient them on the benefits of instructional supervision in the schools. This will make teachers and headteachers to become committed to the practice of supervision.

3. The Ghana Education Service should design a policy that will help reduce the workload of headteachers so that they can address both their administrative duties and participate fully in their instructional supervisory roles. This can be done by formally appointing Assistant headteachers to help them.

4. The Ministry of Education should increase the Capitation Grant and pay it promptly to help headteachers provide the needed resources for effective instructional supervision.

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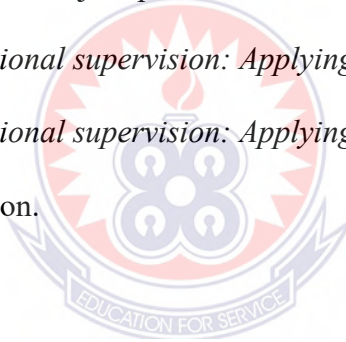
APPENDIX

**AKENTEN APPIAH-MINKA UNIVERSITY OF SKILLS TRAINING AND**

ENTREPRENEURIAL DEVELOPMENT

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR HEADTEACHERS

I am a graduate student at the Akenten Appiah-Minka University of Skills Training and Entrepreneurial Development at the Department of Educational Leadership. I am undertaking a study on the 'Challenges facing Headteachers' instructional supervision in public basic schools in the Kwadaso Municipality'. You are kindly requested to complete the attached questionnaire to help me gather the necessary information for the study. The information you will provide shall be treated with utmost confidentiality and shall be used solely for the purpose of this study.

Kubura Adizatu

(Masters Student)
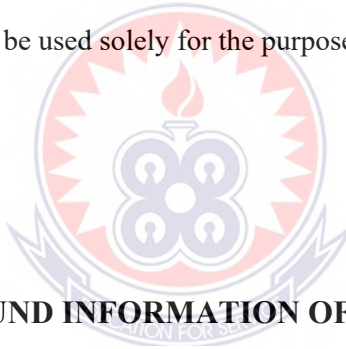
SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

1. Sex

   a. male   [   ]

   b. female   [   ]

2. What is your age?

   a. 20-29 years   [   ]

   b. 30-39years   [   ]

   c. 40- 49years   [   ]

   d. 50-59years   [   ]

3. How long have you been teaching in the service?

   a. Less than 5 years   [   ]

   b. 6-10 years   [   ]

   c. 11-15 years   [   ]

   d. 16-20 years   [   ]

   e. More than 21 years   [   ]

4. What is your highest academic/professional qualification

   a. Diploma

   b. Bachelor's degree   [   ]

   c. Master's degree   [   ]

5. What is your current Grade?

   a. Principal Superintendent   [   ]

   b. Assistant Director II   [   ]

   c. Assistant Director   I   [   ]

   d. Deputy Director   [   ]

SECTION B: INSTRUCTIONAL SUPERVISORY PRACTICES OF HEAD

TEACHERS

This section contains items on the nature of headteachers' instructional supervisory practices. Please, tick (√) the appropriate column that most adequately reflects your view in relation to the given statement using the *scale of 1= Rarely, 2 = Sometimes, 3 = Often and 4 = Always*

Instructional supervisory practices of Headteachers	1	2	3	4
6. Checking teachers' schemes of work				
7. Providing orientation for new teaching staff				
8. Checking teacher's punctuality and regularity				
9. Makes visits to classroom to observe teachers				
10. Providing feedback after lesson observation				
11. Vetting teachers lesson notes				
12. Organising in-service training for teachers				
13. Providing teachers with teaching and learning materials				
14. Checking pupils exercise books to obtain information about teachers' output of work				

SECTION C: INFLUENCE OF INSTRUCTIONAL SUPERVISION ON

TEACHING AND LEARNING

This section contains items on the influence of instructional supervision on teaching and learning.

Please, tick (√) the appropriate column that most adequately reflects your view in relation to the given

statement using the *scale of 1= strongly agree, 2 = Agree, 3 = disagree, and 4 = Strongly Disagree*

Influence of instructional supervision on teaching and learning	1	2	3	4
15. Promoting effective classroom instruction				
16. Promotes effective classroom management				
Encourages teacher punctuality and regularity				
18. Encourages teachers to apply appropriate instructional method.				
19. Help teachers to cover scheme of work				
21. Improves learning outcomes among students				
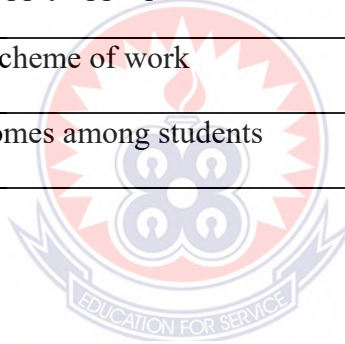
SECTION C: CHALLENGES OF INSTRUCTIONAL SUPERVISION

This section seeks contain items on the challenges of instructional supervision in public basic schools.

Please, tick (√) the appropriate column that most adequately reflects your view in relation to the given

statement using the *scale of 1= strongly agree, 2 = Agree, 3 = disagree, and 4 = Strongly Disagree*

Challenges of Supervision	1	2	3	4
22. Supervisor incompetence/inexperience				
23. Inadequate teaching and learning materials				
24. Supervisor work overload				
25. Negative attitude of teachers				
26. Lack of resources/funding				
27. Poor communication skills				
28. Poor supervisors' approach or attitude				
29. Inadequate training of headteachers				